

HOUSE No. 01053

The Commonwealth of Massachusetts

PRESENTED BY:

Gloria L. Fox

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the passage of the accompanying bill:

An Act for mandatory physical education for all students grades K-12 .

PETITION OF:

NAME:	DISTRICT/ADDRESS:
<i>Gloria L. Fox</i>	<i>7th Suffolk</i>
<i>Byron Rushing</i>	<i>9th Suffolk</i>
<i>Frank I. Smizik</i>	<i>15th Norfolk</i>
<i>Ruth B. Balser</i>	<i>12th Middlesex</i>
<i>Marcos A. Devers</i>	<i>16th Essex</i>
<i>Linda Dorcena Forry</i>	<i>12th Suffolk</i>
<i>Kate Hogan</i>	<i>3rd Middlesex</i>
<i>Kay Khan</i>	<i>11th Middlesex</i>
<i>Vincent A. Pedone</i>	<i>15th Worcester</i>
<i>Ellen Story</i>	<i>3rd Hampshire</i>
<i>Benjamin Swan</i>	<i>11th Hampden</i>

HOUSE No. 01053

By Ms. Gloria L. Fox of Boston, petition (accompanied by bill, House, No. 01053) of Benjamin Swan and others relative to requiring mandatory physical education for all students in grades K-12 . Joint Committee on Education.

The Commonwealth of Massachusetts

In the Year Two Thousand Eleven

An Act for mandatory physical education for all students grades K-12 .

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

- 1 Mandatory Physical Education for All Students grades K-12
- 2 Urging schools to provide mandatory instruction on healthy lifestyle choices including physical
- 3 Education Programs during the regular school hours. In December of 2001 the US Surgeon
- 4 General called for every child in grades K-12 to receive a minimum of 30 minutes physical
- 5 activity daily. The American Heart Association recommend that all children ages 5 and older
- 6 should participate in 30 minutes of enjoyable, moderate intensive activities every day and should
- 7 perform 30 minutes of vigorous physical activities at least three to four days a week to achieve
- 8 and maintain a good level of cardio- respiratory (heart and lung) fitness. In February 2010; the
- 9 First Lady initiated the “Let’s Move” campaign to combat the epidemic of childhood obesity
- 10 through a comprehensive approach that builds on effective strategies, and mobilizes public and
- 11 private sector resources. Let’s Move will engage every sector impacting the health of children to

12 achieve the national goal, and will provide schools, families and communities simple tools to
13 help kids be more active, eat better, and get healthy.

14 Increasing Physical Activity; Children need 60 minutes of active play each day. Yet, the average
15 American child spends more than 7.5 hours a day watching TV and movies, using cell phones
16 and computers, and playing video games, and only a third of high school students get the
17 recommended levels of physical activity. Many children consume as many as half of their daily
18 calories at school. As families work to ensure that kids eat right and have active play at home,
19 we also need to ensure our kids have access to healthy meals in their schools. With more than 31
20 million children participating in the National School Lunch Program and more than 11 million
21 participating in the National School Breakfast Program, good nutrition at school is more
22 important than ever. Together with the private sector and the non-profit community, we will
23 take the following steps to get healthier food in our nation's schools:

24 Physical activity/ healthy lifestyle should be mandatory within all schools (public, private,
25 parochial, charter and alternative) within the Commonwealth of Massachusetts. Incorporated in
26 age appropriate and culturally sensitive instruction that helps students develop the knowledge,
27 attitudes, skill and behaviors to adapt, maintain and enjoy lifestyle habits relating to eating habits
28 and a physically active lifestyle. This healthy lifestyle curriculum should be available to all
29 children K-12 with no cost to the parents.

30 Elementary School

31 Physical Education, Kindergarten.

32 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
33 the foundation for enjoyment, continued social development through physical activity, and
34 access to a physically-active lifestyle. The student exhibit a physically-active lifestyle and
35 understand the relationship between physical activity and health throughout the lifespan.

36 (2) In Grades K-2, children learn fundamental movement skills and begin to understand how the
37 muscles, bones, heart, and lungs function in relation to physical activity. Students begin to
38 develop a vocabulary for movement and apply concepts dealing with space and body
39 awareness. Students are engaged in activities that develop basic levels of strength,
40 endurance, and flexibility. In addition, students learn to work safely in group and individual
41 movement settings. A major objective is to present activities that complement their natural
42 inclination to view physical activity as challenging and enjoyable.

43 (3) The focus for kindergarten students is on learning basic body control while moving in a
44 variety of settings. Students become aware of strength, endurance and flexibility in different
45 parts of their bodies and begin to learn ways to increase health-related fitness.

46 Physical Education, Grade 1.

47 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
48 the foundation for enjoyment, continued social development through physical activity, and
49 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
50 understands the relationship between physical activity and health throughout the lifespan.

51 (2) First grade students continue to develop basic body control, fundamental movement skills,
52 and health-related fitness components such as strength, endurance, and flexibility. Students
53 can state key performance cues for basic movement patterns such as throwing and catching.
54 Students continue to learn rules and procedures for simple games and apply safety practices
55 associated with physical activities.

56 Physical Education, Grade 2.

57 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
58 the foundation for enjoyment, continued social development through physical activity, and
59 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
60 understands the relationship between physical activity and health throughout the lifespan.

61 (2) Second grade students learn to demonstrate key elements of fundamental movement skills
62 and mature form in locomotive skills. Students learn to describe the function of the heart,
63 lungs, and bones as they relate to movement. Students are introduced to basic concepts of
64 health promotion such as the relationship between a physically-active lifestyle and the
65 health of the heart. Students learn to work in a group and demonstrate the basic elements of
66 socially responsible conflict resolution.

67 Physical Education, Grade 3.

68 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
69 the foundation for enjoyment, continued social development through physical activity, and
70 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
71 understands the relationship between physical activity and health throughout the lifespan.

72 (2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students
73 can demonstrate mature form in fundamental locomotor and manipulative skills and can
74 often maintain that form while participating in dynamic game situations. Identifying
75 personal fitness goals for themselves and beginning to understand how exercise affects
76 different parts of the body is an important part of the instructional process.

77 (3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students
78 also learn age-specific skills and the health benefits of physical activity. Students begin to learn
79 game strategies, rules, and etiquette.

80 Physical Education, Grade 4.

81 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
82 the foundation for enjoyment, continued social development through physical activity, and
83 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
84 understands the relationship between physical activity and health throughout the lifespan.

85 (2) Fourth grade students learn to identify the components of health-related fitness. Students
86 combine locomotor and manipulative skills in dynamic situations with body control.

87 Students begin to identify sources of health fitness information and continue to learn about
88 appropriate clothing and safety precautions in exercise settings.

89

90 Physical Education, Grade 5.

91 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
92 the foundation for enjoyment, continued social development through physical activity, and
93 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
94 understands the relationship between physical activity and health throughout the lifespan.

95 (2) Fifth grade students demonstrate competence such as improved accuracy in manipulative
96 skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and
97 catching and throwing should have been mastered in previous years and can now be used in
98 game-like situations. Students continue to assume responsibility for their own safety and the
99 safety of others. Students can match different types of physical activities to health-related
100 fitness components and explain ways to improve fitness based on the principle of frequency,
101 intensity, and time. Students continue to learn the etiquette of participation and can resolve
102 conflicts during games and sports in acceptable ways.

103 Middle School

104 Physical Education, Grade 6.

105 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
106 the foundation for enjoyment, continued social development through physical activity, and
107 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
108 understands the relationship between physical activity and health throughout the life span.

109 (2) In Grades 6-8, students understand in greater detail the function of the body, learn to
110 measure their own performance more accurately, and develop plans for improvement. They
111 learn to use technology such as heart rate monitors to assist in measuring and monitoring
112 their own performance. Identifying the types of activities that provide them with enjoyment
113 and challenge and that will encourage them to be physically active throughout life is
114 reinforced during instruction in these grades

115 Physical Education, Grade 7.

116 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
117 the foundation for enjoyment, continued social development through physical activity, and
118 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
119 understands the relationship between physical activity and health throughout the lifespan.

120 (2) Seventh grade students apply similar concepts from one sport or movement setting to
121 another. Students can observe another individual's performance and notice key elements for
122 success. At this grade level, students participate in physical activity both in and out of

123 school while maintaining a healthy level of fitness as their bodies grow and change. Their
124 knowledge of safety and the ability to manage their own behavior is reinforced. Instruction
125 is directed more toward encouraging the incorporation of physical activity into a daily
126 routine and less toward fundamental skill development.

127 Physical Education, Grade 8.

128 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
129 the foundation for enjoyment, continued social development through physical activity, and
130 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
131 understands the relationship between physical activity and health throughout the lifespan.

132 (2) In Grade 8, although the acquisition of physical fitness and skill development is important,
133 emphasis is placed more on participation for enjoyment and challenge, both in and out of
134 school. Understanding the need to remain physically active throughout life by participating
135 in enjoyable lifetime activities is the basis for eighth grade instruction.

136 High School

137 Foundations of Personal Fitness (One-Half Credit).

138 (a) General requirements. This course is the recommended prerequisite for all other physical
139 education courses.

140 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
141 the foundation for enjoyment, continued social development through physical activity, and
142 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
143 understands the relationship between physical activity and health throughout the lifespan.

144 (2) Foundations of Personal Fitness represents a new approach in physical education and the
145 concept of personal fitness. The basic purpose of this course is to motivate students to strive
146 for lifetime personal fitness with an emphasis on the health-related components of physical
147 fitness. The knowledge and skills taught in this course include teaching students about the
148 process of becoming fit as well as achieving some degree of fitness within the class. The
149 concept of wellness, or striving to reach optimal levels of health, is the corner stone of this
150 course and is exemplified by one of the course objectives-students designing their own
151 personal fitness program.

152 Adventure/Outdoor Education (One-Half Credit).

153 (a) General requirements. The recommended prerequisite for this course is Foundations of
154 Personal Fitness.

155 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
156 the foundation for enjoyment, continued social development through physical activity, and
157 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
158 understands the relationship between physical activity and health throughout the lifespan.

159 (2) Students enrolled in adventure outdoor education are expected to develop competency in
160 outdoor education activities that provide opportunities for enjoyment and challenge.

161 Emphasis is placed upon student selection of activities that also promote a respect for the
162 environment and that can be enjoyed for a lifetime.

163 Team Sports (One-Half Credit).

164 (a) General requirements. The recommended prerequisite for this course is Foundations of
165 Personal Fitness.

166 (1) In Physical Education, students acquire the knowledge and skills for movement that provide
167 the foundation for enjoyment, continued social development through physical activity, and
168 access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and
169 understands the relationship between physical activity and health throughout the lifespan.

170 (2) Students enrolled in Team Sports are expected to develop health-related fitness and an
171 appreciation for team work and fair play. Like the other high school physical education
172 courses, Team Sports is less concerned with the acquisition of physical fitness during the
173 course than reinforcing the concept of incorporating physical activity into a lifestyle beyond
174 high school.

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